

and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation.

(Authority: 42 U.S.C. 2000c-2)

§ 272.11 Who may receive desegregation assistance under this program?

(a) The recipient of a grant under this part may provide assistance only if requested by school boards and other responsible governmental agencies located in its geographical service area.

(b) The recipient may provide assistance only to the following persons:

(1) Public school personnel.

(2) Students enrolled in public schools, parents of those students, and other community members.

(Authority: 42 U.S.C. 2000c-2)

§ 272.12 What geographic regions do the DACs serve?

The Secretary awards a grant to provide race, sex, and national origin desegregation assistance under this program in each of the following geographic regions:

(a) Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

(b) New York, New Jersey, Puerto Rico, Virgin Islands.

(c) Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia.

(d) Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee.

(e) Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin.

(f) Arkansas, Louisiana, New Mexico, Oklahoma, Texas.

(g) Iowa, Kansas, Missouri, Nebraska.

(h) Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming.

(i) Arizona, California, Nevada.

(j) Alaska, American Samoa, Guam, Hawaii, Idaho, Northern Mariana Islands, Oregon, Trust Territory of the Pacific Islands, Washington.

(Authority: 42 U.S.C. 2000c-2000c-2, 2000c-5)

Subpart D—How Does the Secretary Make a Grant?

§ 272.30 What criteria does the Secretary use to make a grant?

The Secretary uses the following criteria to evaluate applications for DAC grants.

(a) *Mission and strategy.* (30 points)

The Secretary reviews each application to determine the extent to which the applicant understands effective practices for addressing problems in each of the desegregation assistance areas, including the extent to which the applicant:

(1) Understands the mission of the proposed DAC;

(2) Is familiar with relevant research, theory, materials, and training models;

(3) Is familiar with the types of problems that arise in each of the desegregation assistance areas;

(4) Is familiar with relevant strategies for technical assistance and training; and

(5) Is familiar with the desegregation needs of responsible governmental agencies in its designated region.

(b) *Organizational capability.* (15 points) The Secretary reviews each application to determine the ability of the applicant to sustain a long-term, high-quality, and coherent program of technical assistance and training, including the extent to which the applicant:

(1) Demonstrates the commitment to provide the services of appropriate faculty or staff members from its organization;

(2) Selects project staff with an appropriate mixture of scholarly and practitioner backgrounds; and

(3) Has had past successes in rendering technical assistance and training in the desegregation assistance areas, including collaborating with other individuals and organizations.

(c) *Plan of operation.* (25 points) The Secretary reviews each application to determine the quality of the plan of operation for the project, including the extent to which:

(1) The design of the project is of high quality;

(2) The plan of management ensures proper and efficient administration of the project;

Subpart C [Reserved]